

Revised 3/18/2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Linda C. Roundtree

Official School Name Brown Street Academy

(As it should appear in the official records)

School Mailing Address 2029 North 20th Street

(If address is P.O. Box, also include street address)

Milwaukee

WI

53205-1140

City

State

Zip Code+4 (9 digits total)

County Milwaukee

School Code Number* 3619

Telephone (414)

935-3100

Fax (414)

935-3115

Website/URL _____

E-mail ROUNDTLC@mail.milwaukee.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. William G. Andrekopoulos

District Name Milwaukee Public Schools

Tel. (414) 475-8393

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Peter Blewett

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 119 Elementary schools
 24 Middle schools
 _____ Junior high schools
 21 High schools
 46 Other

 210 TOTAL

2. District Per Pupil Expenditure: \$8,806

Average State Per Pupil Expenditure: \$9,568

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ [X] Urban or large central city
☐ [] Suburban school with characteristics typical of an urban area
☐ [] Suburban
☐ [] Small city or town in a rural area
☐ [] Rural

4. 5 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
K	81	77	158
1	58	49	107
2	35	52	87
3	55	50	105
4	35	47	82
5	44	39	83
Total	308	314	622

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>14</u> % | White |
| <u>78</u> % | Black or African American |
| <u>2</u> % | Hispanic or Latino |
| <u>5</u> % | Asian/Pacific Islander |
| <u>1</u> % | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12.2%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1 2003-2004	673
(5)	Subtotal in row (3) divided by total in row (4) 2004-2005	12.63%
(6)	Amount in row (5) multiplied by 100	12.63%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 11
Specify languages:

9. Students eligible for free/reduced-priced meals: 87%

Total number students who qualify: 542

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12.8%
79 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>6</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	___	Specific Learning Disability
<u>0</u>	Hearing Impairment	<u>4</u>	Speech or Language Impairment
<u>0</u>	Mental Retardation	___	Traumatic Brain Injury
___	Multiple Disabilities	___	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers	36	0
Special resource teachers/specialists	11	0
Paraprofessionals	17	0
Support staff	6	0
Total number	<u>70</u>	<u>0</u>

12. Average school student-“classroom teacher” ratio: 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	91%	93%	92%	93%	93%
Daily teacher attendance	92%	93%	91%	92%	91%
Teacher turnover rate	1%	1%	1%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

(5)

Part III - School Summary

Brown Street Academy is a K4 through 5th grade public elementary school located in Milwaukee, Wisconsin. We serve 637 children. Brown Street reflects a rich cultural diversity of students with 92% African American, 3.7% Asian, 2.6% White, 1.25% Hispanic and 0.5% Native American. We have a

school-wide Title I program with 85% of our student population eligible for free lunch. Our four year old kindergarten programs are full day. Our five year old kindergarten through third grade classrooms are a part of the Student Academic Guarantee in Education Program which guarantees a small teacher to pupil 1:15 ratio. Special needs students are 11% of our total Brown Street Academy population.

The primary vision of Brown Street is to leave no child behind. We integrate comprehensive literacy, theme-based instruction and the multiple intelligences (linguistics, spatial art, mathematics, kinesthetics, naturalist, musical, interpersonal and intrapersonal intelligence) throughout the curriculum. Children are motivated to excel in higher-level thinking so that they meet or exceed proficiency on grade level standards/learning targets. We prepare them to be productive citizens and lifelong learners.

Brown Street's success in working toward our mission is attributed to our effective educational plan, which is the guide that enables us to maintain an on-going focus on our curriculum. All staff members work collaboratively, providing input for the plan. Upon analyzing formative and summative assessments, we determine our strengths and weaknesses. After reviewing and reflecting on the data, we use it to select programs and best practices that will enhance our curriculum and increase student achievement, as well as to plan staff development opportunities that will support professional growth.

We offer a variety of programs including: Neighborhood Clean-up, the Walk for Hope, Junior Achievement, Trucker Buddies, health programs through Children's Hospital and Marquette University, Women's History Month, and award programs. Student clubs include: sports teams, Circle of Friends, Peer Mediation and cadets. Community outreach involves a partnership with the Next Door Foundation. University of Wisconsin-Milwaukee field students tutor our children. Our extended day program allows students to remain in school from 2:30-3:35 daily to build proficiency in basic skills.

Families participate in school decision-making through the School Governance Council, the PTA and surveys. The Family Center is open daily to welcome and support parental involvement. Parents are encouraged to volunteer in classrooms. Chat & Chew sessions update parents on community/school resources. The Parent Project involves parents and teachers working together on understanding standards-based curriculum. Additionally, Parent/Teacher Conferences, newsletters, open houses and numerous day and evening programs serve as family outreach opportunities.

Through the use of research-based programs, strategies and interventions already in place---comprehensive literacy, the multiple intelligence focus, theme based curriculum, family involvement and high expectations based on academic standards and learning targets, we have been able to create a successful learning environment. While we are pleased with our accomplishments, we recognize that we must continually strive to improve student achievement.

Part IV-1 - Indicators of Academic Success (Description of Assessment Results)

Like many Milwaukee public schools, Brown Street students face considerable demographic, economic and educational challenges. About 95% of our students are African American from generally poor families, with 85% of our 637 pupils in 2003-04 receiving free and reduced lunch.

As our school is located in a highly transitional area, more than one of every four students we enroll was enrolled elsewhere the year before. Despite these challenges, Brown Street Academy has continually increased student achievement over each of the last five years. Where once our achievement was well below the district and the state, we now not only surpass the district, but also exceed performance levels of the state. Student achievement has increased across a wide range of district and state assessments. On the state's annual assessment – the grade 4 Wisconsin Knowledge and Concepts Examination (WKCE), we now outperform the state. For example, the table below shows the percentage of students enrolled scoring at/above the proficient level on the grade 4 WKCE in all subjects tested, for Brown Street, the district and the state, and the difference between our school and the district and our school and the state.

In every subject Brown Street student achievement has risen substantially, from levels of proficiency of

Percent of Students Enrolled - Scoring At/Above Proficient

	Reading			Language Arts			Mathematics			Science			Social Studies		
	All Students			All Students			All Students			All Students			All Students		
	District	State	Brown St.	District	State	Brown St.	District	State	Brown St.	District	State	Brown St.	District	State	Brown St.
1999-00	51%	77%	50%	48%	72%	54%	46%	75%	38%	61%	86%	46%	48%	72%	54%
2000-01	52%	78%	67%	42%	67%	57%	35%	65%	36%	40%	72%	43%	50%	77%	62%
2001-02	54%	79%	64%	52%	73%	61%	41%	69%	55%	45%	77%	45%	55%	82%	73%
2002-03	62%	80%	79%	57%	78%	78%	46%	71%	61%	47%	77%	52%	75%	90%	92%
2003-04	67%	82%	88%	64%	79%	92%	53%	74%	86%	57%	80%	94%	76%	90%	99%

Difference Between Brown Street and the District, and Between Brown Street and the State

	Reading			Language Arts			Mathematics			Science			Social Studies		
	Brown St. to Dist.	Brown St. to State		Brown St. to Dist.	Brown St. to State		Brown St. to Dist.	Brown St. to State		Brown St. to Dist.	Brown St. to State		Brown St. to Dist.	Brown St. to State	
1999-00	-1%	-27%		6%	-18%		-8%	-37%		-15%	-40%		6%	-18%	
2000-01	15%	-11%		15%	-10%		1%	-29%		3%	-29%		12%	-15%	
2001-02	10%	-15%		9%	-12%		14%	-14%		0%	-32%		18%	-9%	
2002-03	17%	-1%		21%	0%		15%	-10%		5%	-25%		17%	2%	
2003-04	21%	6%		28%	13%		33%	12%		37%	14%		23%	9%	

50% or less in 1999-00 to levels of 85% or higher in 2003-04. The most significant achievement gains have been in the subjects of mathematics and science. As detailed in accompanying tables, Brown Street has eliminated the achievement gap between boys and girls and between special needs children and non-special needs children. All student groups are now performing at high achievement levels.

In addition to the all-important grade 4 WKCE, similar achievement gains have also been posted by Brown Street across all other grades, including district assessments (similar to the WKCE) in grades 3 and 5 (detailed in accompanying tables). For example, the percent of students enrolled scoring at/above proficient in grade 3 math has risen from 39% in 2000-01 to 67% in 2003-04. In grade 5 Reading, the percent of students reaching this performance level has risen from 30% to 79%. Similar large achievement gains were also recorded by Brown Street on the grade 3 annual Wisconsin Reading Comprehension Test (WRCT). The percentage of students 3rd graders enrolled scoring at/above the proficient level has risen from 70% in 2000-01 to 92% in 2003-04, surpassing both the district (66%) and the state (85%).

Part IV-2 – Indicators of Academic Success (Using Assessment Data for Improvement)

Annually, members of the school's Learning Team (representatives from each grade level, Literacy Coach, Math Teacher Rep., Science Teacher, Librarian, Reading Resource Teacher and Principal) meet to disaggregate standardized data and analyze Classroom Assessments Based on Standards (CABS). This

information is used to review and revise the School Improvement Plan (S.I.P.) as well as instructional strategies. Members of the Learning Team chair committees aligned with the S.I.P. goals. Committees meet at least monthly spearheading projects and activities aligned with those goals as well as reviewing implementation of the plan. CABS are aligned to district learning targets. Computerized data of individual student proficiency is maintained. Monitoring conferences are held with the administrator and classroom teachers to monitor student proficiencies. Work samples are maintained in Science, Social Studies, Writing and Multiple Intelligence portfolios from year to year to document student growth. If students do not meet proficiency, the material is re-taught. Communication among grade level teams is on-going as teachers share best practices and effective teaching strategies on a weekly basis. If students are not achieving proficiency, team teaching is utilized with flexible grouping. Communication with tutors from local universities is on-going to assure that instruction is aligned with current areas of need. Brown Street staff members teach the extended day classes reinforcing and supplementing the areas of weakness determined by continuous data analysis. All students are expected to achieve proficiency.

Part IV- 3 – Indicators of Academic Success (Communication of Student Performance)

Brown Street works in a partnership with parents. Ongoing communication with parents is part of our mission as we bring all students to proficiency. In addition to our perpetual open door policy, parent/teacher conferences are held twice a year. Teachers use evenings, lunch hours and prep periods so that all parents are able to confer. Classroom telephones provide another important home/school link. In addition to personal contact, standardized assessment data is sent home to parents as soon as the assessments are scored. CABS are sent home each semester. Report cards are issued quarterly. Students below level in reading receive intervention letters three times a year alerting parents of their below level status. The School Governance Council (parents, teachers, community representatives and administrators) review assessment data and monitor progress towards implementation of the S.I.P. The district report card publishes each school's profile and assessment data annually as does the State Department of Instruction.

Part IV-4 – Indicators of Academic Success (Sharing Our Success with Others)

Brown Street staff members continually interact with other schools and the community to share our successes as well as to learn from others. At our annual Literacy Conference, staff members make presentations on best practices as well as attend presentations given by local district and university experts. Presentations are aligned with our S.I.P. goals. Other schools, district leadership personnel, parents and community members also attend the conference. Our school attracts numerous visitors. In the last year, visitors to our school have included state school boards, the governor and National Title I Conference participants among. Successes are also shared through our monthly newsletters (the *Brown Street Times* and the parent newsletter) through the School Governance Council and through staff presentations in local, state and national conferences. Our school's facility is often used by district committees. Staff members lend their expertise as they serve on district curriculum committees. Staff members are involved in modeling and training university field students and student teachers. Outreach is an important aspect of our program because we learn as much from showcasing and interacting with others as they learn from us.

Part V –1 – Curriculum and Instruction (Core Curriculum and High Standards)

Reading Learning Targets are scaffolded using Bloom's cognitive levels from one grade to the next in each of ten core areas: Literature Study, Research, Main Ideas and Details, Text Structure, Purpose for Reading, Fluency, Text Comprehension, Word Comprehension, Word Analysis and Story Elements/Structure.

Learning targets encompass the comprehensive literacy framework as they delineate the progression of required skills and knowledge. The multiple intelligences are used to engage all students as active learners. **Language Arts** includes writing (multi-paragraph essays adapting style/ structure for a variety of audiences/purposes including independent/peer revising and editing, as well as using a variety of sentence structures), oral language (clear, effective listening and speaking skills), grammar and media/technology (sorting, accessing and retrieving electronic resources as well as using media to critically and creatively share information). Language Arts is embedded in the reading instruction and the daily Writer's Workshops. Weekly library media and computer lab classes provide hands-on instruction and practice. Constructed response writing and journal writing are used in all content areas. The **Social Studies** curriculum includes economics, behavioral science, geography, history and civics. In addition, grade level themes are explored through the multiple intelligences and integrated with other content areas. The themes are K4= the Arts, K5=Nature, 1=Community, 2= Culture, 3rd= History, 4th= Immigration and 5=Geography. **Science** is taught in the classrooms and supported through weekly science lab classes that extend student learning through hands on investigations. At each grade level content includes science inquiry, science connections, physical science, earth and space, life and environmental science, science applications and social/personal science perspectives. All students participate in an annual science fair. Involvement scaffolds from working as a class on the project to working in a team to doing independent projects as 4th and 5th graders. The **Math** curriculum is hands-on, investigations based. Content is based on state standards and district learning targets. Emphasis is on problem solving strategies. In addition, basic skills are reinforced at least twice a week as well as in the extended day program. Journaling and constructed responses encourage development of critical thinking skills. During **Music**, students learn to sing familiar songs on pitch, read music and create musical patterns as part of weekly music class lessons. Music is incorporated into all subject areas to assist learners in mastering material. Instrumental music classes are offered in piano and violin. In addition to weekly gym classes for **Physical Education**, motor kinesthetics are incorporated into all content areas as a means to activate brain based learning and actively engage all students. Several sports activities are available after school through a recreation department partnership including soccer, volleyball, cheerleading, baseball and basketball. All students participate in an **Extended Day** program from 2:35-3:45 daily. Students receive homework help or engage in silent reading and basic skill reinforcement. Spanish and Hmong language classes are offered, too. Brown Street faculty members staff the extended day program.

Part V-2a – Curriculum and Instruction (Reading)

Our school's reading program incorporates the multiple intelligences and high standards based on district learning targets in alignment with our mission. We have daily uninterrupted reading blocks of two hours for grades K5-3 and 1.5 hours for grades 4 and 5. Writer's Workshop is a part of all the reading blocks as well as basal materials. In K5-2nd grade, we use the four-block method. Students use motor kinesthetic and musical intelligences as they clap and chant word wall words and manipulate letters during the *working with words* block. While they do this, they are learning basic sight vocabulary and phonics. Students use interpersonal and intrapersonal intelligences as they read independently or with partners during the *self selected reading block*. During this time, students are reading at their independent level while teachers pull flexible small groups for skill development and guided reading. The *basal block* provides all students with grade level skills, strategies and practice. Themes build connections between fiction and nonfiction as well as bridging all curricular areas. The Accelerated Reader program encourages independent reading. Novels supplement the reading themes. A school wide monthly read aloud builds a common core of literature and authors. Reading incentive programs encourage home/school reading practice as does weekly book checkout from the library. Over 800 books are checked out of the school

library weekly. Students who are below grade level are identified for intervention and receive small group instruction with the Reading Resource teacher. The extended day classes provide homework and academic support. University field students provide one-on-one tutoring and paraprofessionals work with small groups.

Part V-3- Curriculum and Instruction (English Language Arts)

Writing is a top priority at Brown Street Academy. Students learn effective written communication skills through the use of research-based practices. These practices address our English Language Arts state standards and district learning targets as well as the writing, research, oral language and thinking skills components of our district's Comprehensive Literacy Framework. A Writer's Workshop format is utilized during daily literacy blocks in all grade levels to provide writing instruction. The mini-lesson component of the Writer's Workshop format enables teachers to model their thinking and writing while also providing specific strategy/skill instruction. Mini-lessons feature practice activities for learning genre criteria, formats and the six traits of writing. While composing pieces independently through the writing process, students apply skills from mini-lessons. When conferencing and sharing with peers and teachers, students receive feedback to help them enhance and improve their writing and oral language skills.

Cross-curricular writing builds connections between the linguistic intelligence and the other multiple intelligences. Classroom Assessments Based on Standards include monthly school-wide D.E.W. (Drop Everything and Write) on-demand prompts. These monthly student writing samples are collected and reviewed by the Principal and the Literacy Coach, who in turn, provide the staff with written feedback. This feedback summarizes overall grade level performance and suggests strategies to enhance students' writing skills. Samples are also used for reflection and discussion during grade level meetings which help us to develop and maintain consistency in scoring. Furthermore, word walls, dictionaries, computer labs and the library media center are among the many resources that assist in writing development.

Part V-4 – (Different Instructional Methods Used for Improvement)

The multiple intelligences are embedded in our instructional practices. The multiple intelligence focus helps us address learning styles. Teachers use students' strengths as gateways to challenging curriculum. The multiple intelligences are also used to actively engage all students in learning. Hands on investigations and projects are used in all subject areas in addition to themes. Themes build connections between real world experiences and across content areas to integrate learning and develop critical thinking. Flexible grouping is used in all content areas to re-teach or reinforce as needed. Special skill clubs meet weekly. During these clubs, teachers team teach and re-teach areas of difficulty as determined by data from Classroom Assessments Based on Standards. Differentiated instruction is a pivotal tool used to bring high level curricular content to all students. Accommodations and modifications are made to lessons based on students' need. Special education students are supported in regular education classrooms with modified lessons that still support grade level expectations and district learning targets. Technology is used for reinforcing basic skill, for research and for student created presentations.

Part V-5 – Professional Development Program

All members of the Brown Street Academy faculty are committed to our professional learning community as a comprehensive professional development program. Within our school, we seek to help our staff grow professionally, which in turn, enhances our students' academic success. Using on-going data analysis, surveys and committee meetings, we determine our learning needs. Rather than provide an outside consultant on a silver horse, we embrace embedded professional development that offers continuous and

immediate on-site staff support. We seek out resources, knowledge and support from each other. Peer support is offered through modeling, coaching and observation with feedback. Professional development is presented in a variety of forms such as teacher-teacher and teacher-principal in one-on-one, small group or whole group learning situations. One particularly successful format is weekly grade level meetings. Teachers meet in grade level groups with the Principal, Literacy Coach and other teacher leaders such as the Reading Resource Teacher and the Math Teacher Leader to reflect on and learn about best practices and share ideas and concerns. A monthly staff development newsletter is provided to keep the staff abreast of district updates, assessment dates, relevant websites, best practices and upcoming professional development opportunities. Throughout the school year, our staff participates in school-level professional development sessions on professional days that focus on topics that are aligned with our School Improvement Plan goals. Additionally, parents, community members and other district schools join us for our annual Literacy Conference. During this conference, participants are able to attend numerous sessions that are conducted by our staff, district personnel, university professors and community partners. In addition to this conference, staff members are encouraged to attend and present at professional workshops, seminars and trainings at the local, state and national levels.

State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information

School Name and District: Brown Street Elementary, Milwaukee

Test Grade Level, Subjects, and Years of Data: Grade 4 Reading and Mathematics, 2001-02 through 2003-04

School Percent Free and Reduced Price Lunches, 2003-04: 88%

Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

	Reading			Math		
	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
Month of Test Administration	February	November	November	February	November	November
School Information and Scores:						
# FAY* in school students tested (WKCE <u>or</u> alternate)	72	70	57	72	70	59
% of all FAY students tested	100%	100%	89%	100%	100%	92%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	99%	87%	93%	90%	77%	90%
% tested on WKCE scoring at or above Proficient	89%	79%	70%	86%	60%	53%
% tested on WKCE scoring at or above Advanced	33%	26%	0%	43%	13%	15%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
School Scores by Student Subgroup:***						
<i>American Indian/Alaskan Native</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	0	1	1	0	1	1
<i>Asian/Pacific Islander</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	1	4	5	1	4	5
<i>Black, non-Hispanic</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	68	61	49	68	61	51
% of all FAY students tested	100%	100%	88%	100%	100%	91%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	99%	85%	92%	90%	74%	88%
% tested on WKCE scoring at or above Proficient	88%	75%	69%	85%	57%	47%
% tested on WKCE scoring at or above Advanced	34%	25%	0%	43%	13%	14%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<i>Hispanic</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	1	1	0	1	1	0
<i>White, non-Hispanic</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	2	3	2	2	3	2
<i>Economically Disadvantaged</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	64	61	53	64	61	53
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	98%	85%	92%	89%	75%	89%
% tested on WKCE scoring at or above Proficient	88%	75%	68%	86%	56%	51%
% tested on WKCE scoring at or above Advanced	33%	21%	0%	39%	11%	15%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<i>Students with Disabilities</i>						
# FAY* in school students tested (WKCE <u>or</u> alternate)	8	16	11	8	16	11
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	44%	50%	100%	38%	83%
% tested on WKCE scoring at or above Proficient	100%	38%	25%	100%	6%	0%
% tested on WKCE scoring at or above Advanced	38%	0%	0%	75%	0%	0%
Number of students alternately assessed**	0	0	7	0	0	5
% of all students alternately assessed	0%	0%	64%	0%	0%	45%
State Scores						
# FAY* in district students tested (WKCE <u>or</u> alternate)	56,022	57,026	58,196	56,022	57,026	58,196
% of all FAY in district students tested	100%	99%	99%	100%	100%	99%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	93%	93%	95%	84%	81%	95%
% tested on WKCE scoring at or above Proficient	82%	81%	83%	74%	71%	72%
% tested on WKCE scoring at or above Advanced	44%	41%	19%	30%	30%	27%
% of all students alternately assessed**	3%	2%	4%	2%	1%	3%

*FAY = Full Academic Year

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State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information

School Name and District: Brown Street Elementary, Milwaukee

Test Grade Level, Subjects, and Years of Data: Grade 4 Reading and Mathematics, 2001-02 through 2003-04

School Percent Free and Reduced Price Lunches, 2003-04: 88%

Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

	Reading			Math		
	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
Month of Test Administration	February	November	November	February	November	November
School Information and Scores:						
# FAY* in school students tested (WKCE or alternate)	72	70	57	72	70	59
% of all FAY students tested	100%	100%	89%	100%	100%	92%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	99%	87%	93%	90%	77%	90%
% tested on WKCE scoring at or above Proficient	89%	79%	70%	86%	60%	53%
% tested on WKCE scoring at or above Advanced	33%	26%	0%	43%	13%	15%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
School Scores by Student Subgroup:***						
<i>American Indian/Alaskan Native</i>						
# FAY* in school students tested (WKCE or alternate)	0	1	1	0	1	1
<i>Asian/Pacific Islander</i>						
# FAY* in school students tested (WKCE or alternate)	1	4	5	1	4	5
<i>Black, non-Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	68	61	49	68	61	51
% of all FAY students tested	*	100%	88%	*	100%	91%
% tested on WKCE scoring at or above Minimal	*	100%	100%	*	100%	100%
% tested on WKCE scoring at or above Basic	*	85%	92%	*	74%	88%
% tested on WKCE scoring at or above Proficient	*	75%	69%	*	57%	47%
% tested on WKCE scoring at or above Advanced	*	25%	0%	*	13%	14%
Number of students alternately assessed**	*	0	0	*	0	0
% of all students alternately assessed	*	0%	0%	*	0%	0%
<i>Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	1	1	0	1	1	0
<i>White, non-Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	2	3	2	2	3	2
<i>Economically Disadvantaged</i>						
# FAY* in school students tested (WKCE or alternate)	64	61	53	64	61	53
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	98%	85%	92%	89%	75%	89%
% tested on WKCE scoring at or above Proficient	88%	75%	68%	86%	56%	51%
% tested on WKCE scoring at or above Advanced	33%	21%	0%	39%	11%	15%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<i>Students with Disabilities</i>						
# FAY* in school students tested (WKCE or alternate)	8	16	11	8	16	11
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	44%	50%	100%	38%	83%
% tested on WKCE scoring at or above Proficient	100%	38%	25%	100%	6%	0%
% tested on WKCE scoring at or above Advanced	38%	0%	0%	75%	0%	0%
Number of students alternately assessed**	0	0	7	0	0	5
% of all students alternately assessed	0%	0%	64%	0%	0%	45%
State Scores						
# FAY* in district students tested (WKCE or alternate)	56,022	57,026	58,196	56,022	57,026	58,196
% of all FAY in district students tested	100%	99%	99%	100%	100%	99%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	93%	93%	95%	84%	81%	95%
% tested on WKCE scoring at or above Proficient	82%	81%	83%	74%	71%	72%
% tested on WKCE scoring at or above Advanced	44%	41%	19%	30%	30%	27%
% of all students alternately assessed**	3%	2%	4%	2%	1%	3%

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